DOCUMENT RESUME

ED 333 400 CS 212 689

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TITLE Journal Writing. Learning Package No. 34.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 46p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Dialog Journals; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Journal Writing; *Reading Writing Relationship; Teacher Student Relationship; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS Writing Development; Writing Models

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on journal writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #34

Journal Writing

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Journal Writing

by Marge Simic

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

In order to grow as readers, children must learn to use their own knowledge, experiences, and emotions to construct personal meaning and develop a sense of text ownership. Reading and writing activities focusing upon students' interests and needs can engender such personal involvement.

Writing is a direct and forceful means of communicating to others. Writing structures thinking. Writing can be a means for personal reflection and inquiry, and for clarifying one's thoughts. One form of personal writing that teachers are beginning to use--with much success--is the student journal. Journals are diaries in which students may write personal responses, much like beginning a conversation with another person; the teacher then writes a response to the content of the student's entry.

Students' entries in journals are very much like conversations in print. It is a natural form of writing, because students are writing for a purpose and are responding to another person's writing. With dialogue journals, a student and teacher write to clarify points and to gain insight into one another's perceptions by asking relevant questions, by making personal

comments, or by answering any questions the other person has asked. Dialogue journals allow both the reader and the writer to take risks in print. But once the risk is taken and the students find their personal responses are valued, students feel a powerful urge to share their ideas and questions. The letter-like journal format satisfies this need by providing an authentic audience for the students' written thoughts. They write to a teacher who is not searching for a predetermined answer and who will respond with genuine interest in students' thinking. The importance of a responsive audience is confirmed by research showing that children invest more interest and energy in journal writing when their teacher writes back to them (Calkins, 1986).

Journals can be used in a number of different classroom settings and for a variety of purposes. The significance of this type of writing is that teachers, in responding to the student journals, are modeling the act of writing. Teachers show students that writing is a life-long activity that is useful, and something that should be shared. Dialogue journal writing is reflective, and it therefore allows the teacher and student to learn more about each other's opinions and ideas. Dialogue journal writing involves active feedback, and it is a non-judgmental process. Teacher/readers can use this form of natural writing as an effective method of teaching writing.

Journals can be used with children of all ages. Kindergarten children can use drawings, invented spellings, or a combination of pictures and words. Dialogue journals used at any level give children a sense of pride as they produce meaning through symbols and/or writing. When students use journals, teachers can model correct spelling and usage, and ask questions that will motivate the student to elaborate on their writing. Teachers can write about their life experiences as they respond to the children's messages. When teachers respond, question, and make suggestions, they are modeling what the student needs to do while writing independently. Whether the journal entry is narrative, expository, or expressive, any of these forms of writing lend themselves to responses by the teacher. These responses build rapport with the student writer.

Students can be journal partners with classmates or with friends in another grade. The journal provides a convenient format for voicing concerns, celebrating events, and sharing opinions about school and outside interests. Teachers can still direct the focus of journal partners by conversing with the friends and responding to their written conversations through questions that will encourage elaboration of writing. Teachers must always be involved in the journal writing themselves. When children see that teachers value an activity enough to do it, the activity gains status for them. When teachers write in their own journals during journal

writing time, or become a journal partner and converse with students by writing responses in their journals, teachers are a model for the kind of behavior they expect children to demonstrate.

The purpose of journals is to give students practice writing in a conversational tone and to share their writing with another person. This purpose is compromised if teachers insist on correcting student's writing. Teachers must resist the urge to correct and mark errors. Save corrections for other kinds of writing in which the students expect to have corrections made. Instead, teachers should model correct spelling, usage, and sentence structure when responding to a student journal entry. When students see a word they have misspelled on their entry spelled correctly in the teacher's response, they are likely to get it right the next time.

Reading Journals

A welcome alternative to the formal book report is the reading journal. Children usually have reactions to books that they read or that are read to them. These reactions come throughout the reading of the book. A typical book report requires the child to reflect only once -- when the book is completed. Reading journals encourage written reactions and responses to occur throughout the reading in a spontaneous manner that reflects the reader's immediate involvement with the book. The literary or reading

journal provides a relaxed, non-threatening way for them to write their reactions and opinions about books and to enjoy a response to what they have written. Literary journals offer students an active and concrete means of participating in the text. Because they can choose what to write about and how, reading journals give students a voice in their own work while empowering them to collaborate with the author in composing meaning.

Children can write whatever they want about a book. They can write their reactions about the characters and the plot while they read the book. For example, they might question why the author had a character do something that seems inconsistent, or they might conjecture as to what they think is going to happen next. If the teacher is reading the book aloud to the class over several days, time can be set aside for a few minutes after each session for the children to write in their journals. Students might write about what the book reminded them of, or about a similar experience they have had. They can also write evaluative comments expressing their feelings about the book. If the book is a picture book, they can comment on the illustrations.

The collection of children's journal entries becomes a good source of information about what they like or do not like about certain books. If journals are shared with other children, they also serve as good advertising for reading other books. With the journals, both the children and the teacher can share their

excitement about books and reading. At the same time, they are practicing their writing on something in which they are really interested.

Because it encourages personal engagement in reading, journal writing helps children refine their understanding of texts and their control of the reading process. Journals invite children to use expressive language that is addressed to oneself or a trusted reader, and is informal and conversational in tone. Using expressive language allows writers to explore ideas and feelings, and formulate hypotheses, predictions, and questions as they write their developing meanings on paper. Students now engage in reflective reading and writing. As a reader, they contemplate how the text evokes certain emotions and ideas, and how to evaluate what they have read. As a writer, they consider how to express, organize, and share their reading experiences. Thus, journal writing encourages readers to reflect upon their personal interpretations, makes them aware of how meaning is constructed, and then allows them to reveal their thinking on paper. Research has shown that journal writing validates self-expression and personal response, and encourages understanding, prediction, questioning, and the shaping of ideas (Atwell, 1984).

Journals allow children to interact with one another and with their teachers on a broad range of ideas and personal insight about books they have read. This opportunity to share in writing

makes reading more fun, and gives children greater insight into what they have read.

Content Area Journals

Some children have trouble learning from reading the expository text of content area textbooks. These students have difficulty identifying important information, determining main ideas, and writing summaries, essays and reports. Journal writing in the content areas may be helpful in clarifying students' understanding of this type of text structure. While reading in content areas, students might write questions in their journals on concepts or terminology about which they are uncertain. Teacher responses to their questions help to clarify content material. The journal writing, in this sense, is less threatening. The journal provides a place for the students to ask what they think are "dumb questions." The journal invites student questions without the fear of classroom embarrassment.

Asking students to relate what they have read to their own experiences and offer their own opinions about what they read is asking them to become involved in what they are reading, as opposed to what is typically "reading to give back text information." Teachers may pose questions that require the student to go back into the text and relate to the text structure in different ways. Teachers can direct students' journal writing by asking open-ended questions. Sharing these responses can lead to quality

group discussion when different points of view are taken. Ask the students to make journal entries after the discussion. This will give them an opportunity to synthesize and clarify their understanding of the topic.

Journals provide teachers with an ideal means for watching the writing development of individual students. Teachers can identify writing problems in language mechanics and usage, which later can become the basis for direct instruction for individuals or small groups.

Students benefit from journal writing because they are developing fluency in writing. As students continue to write in their journals, their entries become longer and their sentence structures become more complex. When composing their own thoughts and responding to the comments and questions of others, students learn to model and manipulate language in new ways.

As students write more in their journals, they become more confident in their ability to write, and they are more comfortable writing. By reading their own writing and responding to someone else's writing, students become more fluent in making meaning from the written word.

Journals can be an effective teaching tool. They provide children with a writing environment that is natural and non-threatening. This setting allows the students to gain confidence in their writing ability. But more significantly, journals engage

students and teachers in a personal interaction in which they become a community of readers and writers learning from each other.

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Dialogue Journals

Teachers who want to involve every student, even the most reluctant, in a literacy practice which unites reading and writing and encourages thinking and reflection, may want to consider incorporating dialogue journals into their classroom practice. Dialogue journals use writing as a genuine means of communication between each student and the teacher, to get things done in the common life they share in the classroom.

What Is a Dialogue Journal?

A dialogue journal is a bound composition book in which each student carries on a private written conversation with the teacher for an extended period of time (school year, semester). Unlike much school-assigned writing, which is often only for purposes of evaluation, dialogue journals are *functional, interactive,* mostly about *self-generated topics,* and deeply embedded in the continuing life of the classroom. Both persons write to each other in an informal, direct style about topics of mutual interest, usually on a daily basis at elementary level, two or three times a week for older students. In a school year, even primary students can fill several composition books.

Dialogue journals serve as a bridge between natural spoken conversation, with its participants and turns, and the traditional classroom tasks of essay and report writing. They also allow students to develop more coherent self-expression and a personal "voice"—both essential aspects of writing which are often lost when basic composition skills are stressed.

Dialogue journals were developed over many years by a sixth-grade teacher, Leslie Reed, in Los Angeles, to meet several needs—to get to know her students better, to get feedback on lessons, to improve classroom discipline, and to involve each student in meaningful reading and writing. Extensive classroom observations and text analyses of dialogue journals have been conducted with both native and nonnative speakers of English (Staton 1980; Staton et al. 1987; Kreeft et al. 1985). They are now being used with first- through sixth-graders, with second language learners, with high school and college students in various content areas (Atwell 1984) and with special education populations (Baites et al. 1986).

Some brief excerpts from dialogue journals in Leslie Reed's class are helpful for understanding their conversational, interactive nature.

Gordon: *I did terrible on the math homework from last night. Math was totally terrible. I hate math. I really do hate it!*

Mrs. R.: *Come on! Give yourself a chance. You hate every new math idea and in a couple of days you're saying "I like this—it's easy!" You'll catch on—let me help!*

Gordon: *That is not true! I did not say that about fractions—did I?*

* * * * * *

Janinne: *I wish that I didn't win the Spelling Bee. I know I should be happy about winning but I feel worse than I ever did . . . I feel very much as if the whole world is against me. Even what I thought were my best of friends. The people I trusted now hate me. Why can't they understand?*

Mrs. R: *It is difficult to understand—and I understand and share your weird feelings! . . . It is most difficult to be a good loser! Somehow being a loser you feel better if you can criticize or "tear down" the winner. The act of destroying the winner makes a poor loser feel better.*

Although each entry is brief, from a few sentences to a page in length, the same topics tend to be discussed and elaborated on for several days, creating extended writing opportunities. Such writing works best when teachers understand the need for students to "own" their writing, allowing students to write about whatever concerns or topics they feel are important on a given day. Students ask questions, complain about lessons, describe what happened on the playground or at home, reflect on why things happen, express personal feelings—in other words, they use written language in all the purposeful ways they use their spoken language.

What Are Some of the Benefits to Students?

Dialogue journals create a one-to-one relationship between student and teacher in which both academic and personal concerns may be discussed. The journals represent a concrete application of Vygotsky's theory that learning of functional human activities occurs first through the learner's cooperative participation in accomplishing tasks with a more experienced partner. What the learner can do with assistance today can be done unaided in the future. By creating a dialogue setting, the teacher supports the student's emerging reading and writing competencies and the acquisition of more complex reasoning skills (Kreeft 1984; Staton 1984).

But dialogue journals are not a method of instruction in specific skills; they provide opportunities to use newly acquired abilities in writing and reading. As with any truly individualized practice, each student benefits in a different way. Research has shown some of the following benefits:

1. Opportunities to engage in reflection about experiences and to think together with an adult about choices, problems, and ideas (Staton 1984).
2. Opportunities to engage in a natural, purposeful way in different kinds of writing—narration, description and argumentation, even poetry (Kreeft et al. 1985; Staton et al. 1987), and to use all the functions of language.

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3. Opportunities to read a personalized text—that is, the teacher's written responses—about topics the student has initiated. The teacher's writing may often be more advanced and complex than textbooks that students are assigned to read (Gambrell 1985; Staton 1986).

Teachers of younger children find the dialogues particularly helpful in early stages of literacy instruction. The interactive dialogue, with just a few sentences each day, makes use of the young child's developed competence in oral language, as shown in this dialogue between a child (who is not yet a "reader," according to standardized tests) and her teacher, Marley Casagrande of Fairfax County.

Kelly: *I like the little red hen and Dick and Jane. I have problems some times Well I have this problem it is I am not very god on my writing.*

Mrs. C.. *I think you are a good writer. Keep on trying. I like the Little Red Hen, too, Kelly. Keep on writing!*

Kelly: *Oh kay. Do you have a problem. if you do I will help you and what are you going to be for Halloween.*

Mrs. C.: *I am going to be a farmer. I will wear overalls and a straw hat. Everybody has problems, Kelly. Some problems are big and some are small. One of my small problems is I can't stop eating chocolate when I see it.*

Studies also show that the more reluctant and least proficient writers are motivated to write in dialogue journals, and that this motivation can transfer to other writing tasks (Hays and Bahruth 1985). Over time, student entries increase in length, become more fluent, and show greater competency in focusing on a topic and elaborating on it (Staton et al. 1986).

For the ESL learner, there is an added benefit in this daily, continuous conversation: the teacher's responses provide clear, comprehensible language for students to absorb subconsciously as a model for language acquisition (Kreeft et al. 1985). Teachers become competent at writing to an optimally challenging level for each student, varying their language to ensure comprehension (Kreeft et al. 1985).

Students have their own way of explaining the benefits of dialogue journals to themselves:

> The worksheets make you answer questions, but the dialogue journal makes *me* ask the questions, and then the teacher helps me think about possible answers. (Staton 1984)

What about the Time It Takes?

Incorporating dialogue journals into a teacher's daily schedule does take time, but that time is also useful for planning the next day's lessons, based in part on the information the dialogue journals provide. Teachers find that they enjoy responding in the journals and look forward to this time.

A second major benefit for teachers is that the dialogue journals seem to improve classroom management and discipline. The journals are a long-range technique for helping individual students learn how to manage their own actions. Teachers report that the individual dialogues help them reach students who are discipline problems or are often absent.

Dialogue, a newsletter on dialogue journals, is available from CLEAR (Center for Language Education and Research at the Center for Applied Linguistics), 1118 22nd Street NW, Washington, DC 20037. The list of several handbooks on the subject is now available (Baites et al. 1986).

Jana Staton
Center for Applied Linguistics
Washington, D.C.

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A Product of the ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801
1987

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400-83-0025. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to English language arts specialists for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council of Teachers of English or the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED305667
AU: Biddle,-Arthur-W., Ed.; Fulwiler,-Toby, Ed.
TI: Reading, Writing, and the Study of Literature.
PY: [1989]
AV: McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($12.50).
NT: 181 p.
PR: Document Not Available from EDRS.
DE: Creative-Writing; Drama-; Essays-; Fiction-; Higher-Education; Journal-Writing; Literary-Criticism; Poetry-; Reader-Response; Research-Papers-Students
DE: *Literature-Appreciation; *Reader-Text-Relationship; *Reading-Writing-Relationship; *Writing-Composition; *Writing-Instruction
AB: Approaching literary study from two distinct yet interlocking perspectives (by looking at the major genres of literature and by examining the forms in which students of literature are expected to write about the literature they read), this book has two main sections. Following the Prelude, which treats the relationships between reading and writing as they pertain to literary study, Part 1, "Reading as a Writer," contains the following chapters: (1) Journal Writing (T. Fulwiler); (2) Responding to Fiction (A. Biddle and A. Shepherd; (3) Responding to Poetry (S. Poger); (4) Responding to Drama (J. Howe); and (5) Literary Criticism and Theory (J. Holstun). Part 2, "Writing as a Reader," contains the following chapters: (6) Writing Critical Essays (R. Warhol); (7) Writing Personal Essays (M. Dickerson); (8) Imaginative Writing and Risk Taking (W. Stephany); (9) Examining the Essay Examination (T. Magistrale); and (10) Writing Research (R. Sweterlitsch). A glossary, biographies of the contributors, and an index conclude the book. (SR)

AN: ED300816
AU: Bode,-Barbara-A.
TI: Dialogue Journal Writing as an Approach to Beginning Literacy Instruction.
PY: 1988
NT: 12 p.; Paper presented at the Annual Meeting of the Florida Reading Conference (Orlando, FL, October 12-15, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Grade-1; Language-Arts; Primary-Education; Reading-Instruction; Writing-Instruction; Writing-Research
DE: *Journal-Writing; *Literacy-Education; *Reading-Writing-Relationship; *Teaching-Methods
AB: There have been minimal investigations into the related processes of learning to read and to write and there is a real need for research to study reading and writing together in the beginning stages of literacy instruction. To determine an instructional approach for this integration, the effect on language arts achievement of dialogue journal writing between either parents or teachers and first grade students who were

allowed to use invented spelling was studied. The three methods of teaching investigated were: dialogue journal writing with parents, dialogue journal writing with teachers, and a traditional language arts program. Subjects, 204 first grade students from three schools in a central Florida school district, were matched on achievement levels, socioeconomic status, and language arts curricula. One experimental group wrote in a dialogue journal with their parents at home three times per week. The other experimental group did the same, except with their teacher, in a dialogue journal. In both, children were encouraged to use invented spelling. The control group followed the traditional language arts curriculum. Findings suggest that the use of dialogue journal writing within the context of emergent literacy is not just a simple activity that integrates reading and writing but that it is an essential approach to beginning literacy whether it is administered by parent, teacher, or older student singly or in combination with each other. (One table of data is included, and 19 references are appended.) (MS)

AN: EJ339953
AU: Browning,-Nancy-F.
TI: Journal Writing: One Assignment Does More Than Improve Reading, Writing, and Thinking.
PY: 1986
JN: Journal-of-Reading; v30 n1 p39-44 Oct 1986
AV: UMI
DE: Higher-Education; Metacognition-; Reading-Interests; Reading-Processes; Reading-Strategies; Study-Skills; Writing-Improvement; Writing-Skills
DE: *Reading-Comprehension; *Reading-Difficulties; *Reading-Skills; *Reading-Writing-Relationship
AB: Advocates the use of journal writing in reaction to readings to help make reading a more significant part of students' lives. (SRT)

AN: ED294160
AU: Combs,-Martha, Ed.
TI: National Reading and Language Arts Educators' Conference Yearbook.
PY: 1987
NT: 104 p.; Papers from the National Reading and Language Arts Educators' Conference (Kansas City, MO, September 1987). For 1986 edition, see ED 284 192.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Childrens-Literature; Content-Area-Reading; Cultural-Awareness; Elementary-Secondary-Education; Integrated-Curriculum; Multicultural-Education; Reading-Achievement; Reading-Comprehension; Reading-Difficulties;

Reading-Materials; Reading-Processes; Reading-Strategies; Teaching-Methods; Vocabulary-Development; Writing-Processes
DE: *Creative-Writing; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Papers in this yearbook cover a variety of topics in the field of language arts instruction, such as creative writing instruction, reading assessment from a Whole Language perspective, journal writing, and strategies for modifying commercial reading materials. Papers and their authors are as follows: (1) "Let's Get Creative about Creative Writing in Language Arts Methods Courses" (B. J. Bush); (2) "Journals with A Purpose: Reading, Writing, and Thinking" (K. S. Daves and M. E. Jones); (3) "Making Curriculum Connections: The Centrality of Language Arts" (J. K. Hultquist); (4) "Relationships of Children's Stories to Reading Achievement: A Longitudinal Perspective Grades One to Six" (M. Ice); (5) "Reading Lesson Redesign: Strategies and Guidelines for Modifying Commercial Reading Materials" (S. Macaul); (6) "Multicultural Education for Reading and Language Arts Educators" (L. P. Rivera); (7) "The Developmental Growth of Meaning Vocabulary as Measured by Tests of Listening and Reading Vocabulary" (L. V. Rodenborn); (8) "Literary Gaps Invite Creative Interaction" (J. Watson); (9) "A Report of Attitudes of Secondary Education Students Enrolled in a Required Reading in the Content Areas Course" (R. J. Weimer); (10) "From Product to Process: Reading Assessment from a Whole Language Perspective" (J. W. Woodley); and (11) "The Low Reading Group: An Instructional and Social Dilemma" (L. M. Schell). (MM)

AN: ED277042
AU: Cook,-Lenora
TI: Facilitating Writing: A Staff Development Model for the Secondary Schools.
PY: 1986
NT: 5 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: English-Second-Language; Middle-Schools; Secondary-Education; Writing-Exercises; Writing-Processes
DE: *Content-Area-Writing; *Reading-Comprehension; *Writing-Instruction
AB: To describe a cross-curriculum writing model designed for a middle school, this paper provides a condensed script of what the designer of the program said and did during its first year to steer the program in a productive direction. The paper is written in the form of exerpts from relevant conversations. The first conversation relates how the idea was introduced to all the teachers by a team comprised of teachers from all subject areas, and how the idea of school-wide journal keeping was explained to teachers meeting in smaller groups. The second conversation reveals how teachers used response journals in the classroom to

reinforce what students had learned during the class period. The third conversation explains how students could use their journals to annotate and relate their learning by writing summary paragraphs speculating on what their learning will mean to them at a later time. The paper concludes that because of the program all the students at the school are writing, even those whose grasp of English is only tenuous, and students' reading comprehension has improved. (SRT)

AN: ED293144
AU: Danielson,-Kathy-Everts
TI: Dialogue Journals: Writing as Conversation. Fastback 266.
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1988
NT: 33 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Content-Area-Writing; Curriculum-Development; Elementary-Education; Literature-Appreciation; Reading-Improvement; Reading-Skills; Student-Writing-Models; Teacher-Education; Writing-Improvement; Writing-Skills
DE: *Dialogs-Literary; *Reading-Instruction; *Teacher-Student-Relationship; *Writing-Exercises; *Writing-Instruction
AB: Organized to help make use of dialogue journals, this pamphlet presents a description of how this instructional aid can be used in a number of different classroom settings and for a variety of purposes. The booklet provides many samples of dialogue writing that enable the reader to see how this form of natural writing can become an effective method of teaching the process of writing. Chapters include: "Dialogue Journals in the Elementary Classroom"; "Dialogue Journals in the Content Areas"; "Dialogue Journals and the Reading Curriculum"; "Dialogue Journals at Home"; "Developing Fluency in Writing through Dialogue Journals"; and "Practical Considerations in Using Dialogue Journals." The concluding chapter maintains that dialogue journals are effective as a teaching tool because they (1) allow children to write in a natural and non-threatening setting; (2) help students gain confidence in their writing ability; and (3) engage students and their teachers in a personal interaction that is mutually beneficial. Fourteen references are attached. (MS)

AN: ED278029
AU: Duke,-Charles-R.
TI: Integrating Reading, Writing, and Thinking Skills into the Music Class.
PY: [1984]
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Advance-Organizers; Cognitive-Processes; Critical-Thinking;

Music-Appreciation; Music-Theory; Reading-Instruction; Reading-Skills; Secondary-Education; Writing-Instruction; Writing-Processes; Writing-Skills
DE: *Content-Area-Writing; *Directed-Reading-Activity; *Integrated-Activities; *Language-Processing; *Music-Education; *Reading-Comprehension; *Teaching-Methods
AB: Music education is uniquely suited to reinforce several basic skills that are part of the overall reading and writing processes of students. These skills include freedom of expression and the fluency of ideas, identifying a composer's purpose and message, and reasoning and comprehension. Musicians should develop the habit of using journals for capturing responses to music heard and first attempts at composing, as well as for including other written material about music. A good exercise once or twice in a course is to have students review their journal entries and write a longer entry in which they either try to trace some theme that runs through their material or chart their progress and explain what they have discovered about themselves as listeners as well as musicians. A directed reading activity is one technique, for introducing reading material, that will result in improved student attitudes and comprehension. Students do a prereading that sets a purpose for the reading, a prompted reading to foster reader response, and a postreading that provides reinforcement of comprehension. Finally, students can show their level of understanding by applying what they have learned in a musical activity. (SRT)

AN: EJ359221
AU: Duke,-Charles-R.
TI: Integrating Reading, Writing, and Thinking Skills into the Music Class.
PY: 1987
JN: Journal-of-Reading; v31 n2 p152-57 Nov 1987
AV: UMI
DE: Critical-Thinking; Listening-Skills; Musical-Composition; Music-Appreciation; Music-Theory; Secondary-Education
DE: *Integrated-Curriculum; *Music-Education; *Prereading-Experience; *Prewriting-; *Reading-Instruction; *Writing-Instruction
AB: Encourages the use of integrated prereading, prewriting, and critical thinking activities in music classes to help students appreciate and understand the process of musical composition. Discusses using freewriting, journal writing, directed reading, and extended activities in music appreciation, performance, and composition classes. (SKC)

AN: ED308484
AU: Holt,-Sondra-B.; O'Tuel,-Frances-S.
TI: The Effects of Sustained Silent Reading and Writing on Achievement and Attitudes of Seventh and Eighth Grade Students

Reading Two Years below Grade Level.
PY: 1988
NT: 26 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Basal-Reading; Grade-7; Grade-8; Junior-High-Schools; Reading-Achievement; Reading-Research; Writing-Evaluation
DE: *Journal-Writing; *Reading-Attitudes; *Reading-Programs; *Remedial-Reading; *Sustained-Silent-Reading
AB: A study examined the effect of sustained silent reading and writing on the reading achievement, writing, and reading attitude of students reading two or more years below grade level. Subjects, 97 seventh graders and 104 eighth graders enrolled in a semi-rural, predominantly black, lower socioeconomic status, Southeastern school district, were split into control and experimental groups. The experimental group participated in a 10-week pilot sustained silent reading and writing program while the control group used a basal reading program. Results indicated seventh grade students in the experimental group scored significantly higher on measures of reading, writing, and attitudes toward reading than the control group. Results also indicated, however, that the eighth grade students in the experimental group scored significantly higher than the control group only on the writing measure. (Five tables and two figures of data are included.) (RS)

AN: ED278995
AU: Karolides,-Nicholas-J., Ed.
TI: Reading/Writing: Theories and Practice.
CS: Wisconsin Council of Teachers of English.
PY: 1983
JN: Wisconsin-English-Journal; v26 n1 Oct 1983
NT: 36 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Book-Reviews; Cognitive-Processes; Cooperation-; Creative-Writing; Elementary-Secondary-Education; Higher-Education; Rhetorical-Invention; Theory-Practice-Relationship
DE: *Content-Area-Writing; *Language-Processing; *Reading-Writing-Relationship; *Teaching-Methods; *Writing-Instruction
AB: The articles in this journal issue explore current theories of the reading/writing relationship and practices in writing instruction. The titles and their authors are as follows: (1) "Cognitive Processes in Writing and Reading" (Roderic C. Botts); (2) "Brainstorming and Writing" (Brock Dethier); (3) "Group Writing: Advantages and Strategies" (Helen Dale); (4) "Written Products and Writing Problems: Assisting Students in Other Disciplines" (Annette Schneider); (5) "Developing Writing Skills in the Social Studies Classroom" (Colleen A. Welper); (6)

"Journal Writing--What the Kids Think" (Barbara Leonard Warren); and (7) "A Writer's Suggestions for Teaching Creative Writing" (DeWitt Clinton). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

AN: EJ343577
AU: Kintisch,-Lenore-S.
TI: Journal Writing: Stages of Development.
PY: 1986
JN: Reading-Teacher; v40 n2 p168-72 Nov 1986
AV: UMI
DE: Behavior-Patterns; Elementary-Education; Longitudinal-Studies; Writing-Readiness
DE: *Child-Development; *Learning-Strategies; *Reading-Instruction; *Writing-Instruction; *Writing-Processes; *Writing-Research
AB: Reports on a four-year study of the process of journal writing in an elementary school. Assesses student behavior as well as actual writing. (FL)

AN: ED285133
AU: Kirby,-Kate; And-Others
TI: The Reading Journal: A Bridge between Reading and Writing.
PY: 1986
JN: Forum-for-Reading; v18 n1 p13-19 Fall-Win 1986
NT: 9 p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Area-Reading; Content-Area-Writing; Critical-Reading; Higher-Education; Persuasive-Discourse; Reader-Text-Relationship; Reading-Difficulties; Reading-Improvement; Reading-Research; Student-Attitudes; Study-Habits; Teacher-Student-Relationship; Theory-Practice-Relationship
DE: *Reading-Comprehension; *Reading-Writing-Relationship
AB: Reading journals can help college readers successfully meet the demands of complex and sophisticated texts when students use them as a strategy for making meaning rather than simply extracting information. There are three primary reasons for using reading journals at the college level: (1) writing is a way of discovering when students are free to explore new ideas safely, seek patterns, and connect experiences in a journal; (2) writing is a form of learning when students connect their own experience with text content--hence, the journals are not a display of acquired learning but part of the process of exploring and rethinking ideas; and (3) writing can be used to monitor thinking and learning when the readers understand that they are negotiating meaning as they write in response to reading. Encouraging students to be relaxed about putting their thoughts down in a journal, and writing comments that are more probing and

supportive than evaluative and judgmental can make students less apprehensive about writing. Assignments of four or five pages a week on a variety of reading material, and requiring students to use an acceptable bibliographic format can help prepare them for other academic coursework. Finally, assigning point rather than letter grades, modeling journal entries for the first couple weeks, and occasionally having students read their classmates' journals can make the journals seem safe places to explore. (Eighteen references are included.) (JC)

AN: EJ318164
AU: Lampert,-Kathleen-W.
TI: Using Dialogues to Teach the Interpretive Process.
PY: 1985
JN: Journal-of-Teaching-Writing; v4 n1 p19-30 Spr 1985
DE: Integrated-Activities; Reader-Response; Secondary-Education; Student-Reaction
DE: *Interaction-; *Literature-Appreciation; *Prewriting-; *Reading-Processes; *Teaching-Methods; *Writing-Processes
AB: Explains how journal dialogues (student interaction with author) act as an intermediate step between purely personal responses to a text and formal interpretations for a public audience and how they encourage students to explore and develop ideas for essay writing. (HOD)

AN: EJ345175
TI: Making Connections.
PY: 1986
JN: Language-Arts; v63 n8 p771-75 Dec 1986
AV: UMI
NT: Thematic Issue: The Worlds of Children.
DE: Audience-Analysis; Elementary-Education; Teacher-Education; Teacher-Student-Relationship
DE: *Creative-Writing; *Educational-Cooperation; *Instructional-Innovation; *Literacy-Education; *Reading-Writing-Relationship; *Theory-Practice-Relationship
AB: Discusses (1) classroom experiences of the reading writing relationship, (2) one student's experience with realizing how writing for an audience changes the demands of writing, and (3) how a teacher realized that while he had taught his students to cooperate with him, he was not cooperating with other teachers. (SRT)

AN: EJ380164
AU: Mettler,-Rene; Conway,-David-F.
TI: Peer Reading Journals: A Student-to-Student Application of Dialogue Journals.
PY: 1988
JN: Perspectives-for-Teachers-of-the-Hearing-Impaired; v7 n1

p20-22 Sep-Oct 1988
DE: Content-Area-Writing; Dialogs-Language; Elementary-Education; Interpersonal-Communication; Program-Development; Teaching-Methods
DE: *Hearing-Impairments; *Journal-Writing; *Peer-Relationship; *Reading-Programs; *Student-Journals; *Writing-Composition
AB: A teacher of hearing-impaired students in grades three-six used dialogue journals with her students, and combined the use of dialogue journals with reading journals, which focus on specific, reading-related topic . The project evolved into a peer journal-reading program between two students. Journal use was subsequently incorporated into content area studies. (JDD)

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DE: *Hearing-Impairments; *Journal-Writing; *Peer-Relationship; *Reading-Programs; *Student-Journals; *Writing-Composition
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AN: ED290146
AU: Mickelson,-Norma; Davies,-Anne
TI: A Whole Language Program in the Intermediate Grades: Questions and Answers.
PY: 1987
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Assisted-Instruction; Computer-Uses-in-Education; Content-Area-Reading; Foreign-Countries; Holistic-Evaluation; Middle-Schools; Nontraditional-Education; Program-Descriptions; Program-Development; Reading-Research; Secondary-Education; Teacher-Attitudes; Writing-Research
DE: *Reading-Instruction; *Teaching-Methods; *Theory-Practice-Relationship; *Writing-Instruction
AB: Focusing on a whole language program for the middle grades in Canada's Northwest Territories, this interview transcript consists of responses by Anne Davies, a teacher from Yellow Knife, in the Northwest Territories, and currently a doctoral

student, to questions posed by Norma Mickelson, a professor at the University of Victoria in British Columbia. Davies claims that the whole language program is still evolving, but is already a viable alternative to traditional approaches in intermediate grade classrooms. Davies begins by asserting that very few modifications are necessary to use the whole language approach with older students, then describes a typical day in the classroom, which includes (1) reading; (2) sharing; (3) journal writing; (4) editing; (5) written reactions to reading; (6) logic exercises; (7) whole language content area instruction; and (8) quiet time. Davies next describes her holistic evaluation methods, which are based on observation. Davies' discussion then turns to using microcomputers in middle grade classrooms, including use of language arts software and interactive games. Finally, Davies talks about the role of the whole language teacher, interaction with administrators, the teaching philosophy, and the atmosphere in whole language classrooms. (One reference is included.) (SKC)

AN: ED294166
AU: Mink,-JoAnna-Stephens
TI: Integrating Reading, Writing, and Learning Theory: A Method to Our Madness.
PY: 1988
NT: 12 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Cognitive-Style; Freshman-Composition; Higher-Education; Reader-Text-Relationship; Small-Group-Instruction; Teaching-Methods; Writing-Skills
DE: *College-English; *English-Instruction; *Reading-Writing-Relationship
AB: Within the last few years English curriculum, especially at the introductory levels, has changed so that reading and the study of literature is integrated with the learning of writing skills. Consequently, English teachers need to consider the best way to merge the two skills by drawing upon the findings of psychologists and cognition theorists to plan appropriate classroom activities. Journal-writing and small group discussions in composition and literature classes have been successful methods for merging the skills of reading, discussing, and writing. Students not only learn the commonalities of reading and writing skills but get actively involved with the text being studied through: (1) independent reading, thinking, and writing about ideas presented in literature; (2) sharing of those ideas in small and then in large groups; (3) reevaluating those ideas in after-class journal entries; and (4) articulating those ideas in formal writing assignments, papers or exams. (MHC)

AN: ED295218
AU: Moss,-Andrew; Holder,-Carol
TI: Improving Student Writing: A Guidebook for Faculty in All Disciplines.
CS: California State Polytechnic Univ., Pomona.
PY: 1988
AV: Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($4.00).
NT: 65 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Advance-Organizers; Essays-; Expository-Writing; Higher-Education; Teaching-Methods; Writing-Improvement; Writing-Instruction
DE: *Content-Area-Writing; *Interdisciplinary-Approach; *Reading-Writing-Relationship; *Writing-Across-the-Curriculum; *Writing-Evaluation; *Writing-Skills
AB: Intended for college faculty in all disciplines, this guidebook offers practical methods and ideas intended to help teachers clarify writing assignments so that students' writing will improve, as has been seen to happen when teachers sharpen their responses to students' papers. Contents include: (1) "Assigning Writing," which describes ways of designing effective assignments including journals and ungraded writing, provides 17 suggestions for making and presenting writing assignments, and includes a checklist for evaluating assignments; (2) "Assignments That Work," which consists of a collection of writing assignments developed by instructors in various fields, including agricultural engineering, American studies, biology, chemistry, counseling, and criminal justice; (3) "Essay Examinations," which discusses how to write effective essay questions and how to help students write better exams; (4) "Strategies for Helping Students," which includes guidelines on brainstorming, research, and planning, drafting and revising, as well as a writer's checklist; (5) "Integrating Reading and Writing," which examines anticipation guides, selective reading guides, graphic organizers, vocabulary previews, and student journals; and (6) "Evaluating Students' Writing," which covers pre-evaluation, evaluation, paper marking, scores and scoring guides, and post-evaluation. (Eleven references are included, and appended are a sample of on-the-job writing tasks for professionals, a sample accounting assignment, and a techniques inventory for assigning writing and reading in the disciplines.) (ARH)

AN: ED300778
AU: Newman,-Judith-M., Ed.
TI: Whole Language: Theory in Use.
PY: 1985
AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
NT: 204 p.
PR: Document Not Available from EDRS.

DE: Curriculum-Development; Elementary-Education; Journal-Writing; Reading-Research; Teaching-Methods; Writing-Research
DE: *Class-Activities; *Reading-Instruction; *Theory-Practice-Relationship; *Writing-Instruction
AB: To show how whole language theory can be put into practice, this collection of articles, many written by practicing teachers, suggest ways that teachers can help students become active participants in their own learning. Following an introduction, chapters and their authors consist of: (1) "Insights from Recent Reading and Writing Research and Their Implications for Developing Whole Language Curriculum" (Judith M. Newman); (2) "What Teachers Are Demonstrating" (Meredith Hutchings); (3) "Andrew and Molly: Writers and Context in Concert" (Wayne Serebrin); (4) "Using Children's Books To Teach Reading" (Judith M. Newman); (5) "From Sunny Days to Green Onions: On Journal Writing" (Sumitra Unia); (6) "To Judith: A Look at a Child's Writing Development through His Letters" (Judith M. Newman); (7) "Learning To Spell" (Olga Scibior); (8) "The Message Board: Language Comes Alive" (Reta Boyd); (9) "What about Reading?" (Judith M. Newman); (10) "Text Organization: Its Value for Literacy Development" (Susan Church); (11) "Conferencing: Writing as a Collaborative Activity" (Judith M. Newman); (12) "It Makes You Feel Needed: Students as Teachers" (Judy Mossip); (13) "Activity Cards" (Winniefred Kwak and Judith M. Newman); (14) "Mealworms: Learning about Written Language through Science Activities" (Judith M. Newman); (15) "The War of the Words" (Susan Church); (16) "Yes, They Can Learn" (James Boyer); (17) "Danny: A Case History of an Instructionally Induced Reading Problem" (Susan Church and Judith M. Newman); and (18) "Yes, That's an Interesting Idea, But...: On Developing Whole Language Curriculum" (Judith M. Newman). A bibliography of books and articles on the whole language classroom is appended. (MM)

AN: EJ350559
AU: Nist,-Sherrie; Simpson,-Michele-L.
TI: Facilitating Transfer in College Reading Programs.
PY: 1987
JN: Journal-of-Reading; v30 n7 p620-25 Apr 1987
AV: UMI
NT: Thematic issue: Making Readers Independent.
DE: Content-Area-Reading; Evaluation-Methods; Higher-Education; Learning-Strategies; Models-; Peer-Teaching; Reading-Instruction; Reading-Processes; Study-Skills; Writing-Processes
DE: *Independent-Study; *Reading-Programs; *Reading-Strategies; *Reading-Writing-Relationship; *Remedial-Reading; *Transfer-of-Training
AB: Gives three activities--journal writing, microteaching partners, and the PLAE model (planning, listing, activating, and evaluating)--that can facilitate learner independence and transfer of efficient and effective study strategies in college

developmental reading programs. (NKA)

AN: EJ277942
AU: Ouzts,-Dan-T.
TI: Journal Writing: Implications for Achievement in Reading.
PY: 1983
JN: Reading-Improvement; v20 n1 p7-10 Spr 1983
AV: Reprint: UMI
DE: Reading-Instruction; Remedial-Reading; Secondary-Education; Student-Improvement; Student-Motivation
DE: *Content-Area-Reading; *Reading-Achievement; *Reading-Difficulties; *Self-Esteem; *Writing-Instruction
AB: Argues that journal writing is an essential component of reading instruction that needs to be seriously considered as a viable alternative to traditional approaches currently being used with reading disabled students in content area classes. (FL)

AN: ED285181
AU: Pezzulich,-Evelyn
TI: Reading and Writing Journals: Balancing Skills and Humanities in the English Classroom.
PY: 1987
NT: 34 p.; Paper presented at the Annual Meeting of the Massachusetts Council of Teachers of English Spring Conference (Braintree, MA, March 26, 1987).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: English-Instruction; Higher-Education; Literature-Appreciation; Nonfiction-; Teaching-Methods; Theory-Practice-Relationship; Writing-Improvement; Writing-Skills
DE: *Diaries-; *Reading-Writing-Relationship; *Writing-Instruction; *Writing-Processes
AB: Interdepartmental rivalries between literature instruction and composition instruction have contributed to viewing reading and writing as disconnected activities. One solution to this divisiveness is a course in "the journal as a literary tradition," which combines reading and writing in equal portions. Students first learn about the background of journal-writing, and journal devices and techniques. They begin keeping their own journals in the second week of the course, writing five times a week, in addition to completing journal exercises such as writing in a descriptive or cathartic form. Students also begin to read published journals, such as Anne Frank's. Journals are handed in at the end of seven weeks, along with a four-page paper discussing a particular phase of their lives or an event through which they discovered some truth about themselves, another person, or some aspect of life. The second seven weeks are devoted to the academic journal, wherein students see their writing as a tool for original thought about their studies. They form proposals for their journals and read published journals and related novels or essays, such as Virginia Woolf's journal and her essay "A Room of One's Own." Students

turn in a final paper analyzing a professional journal, and throughout the course are allowed to share selections of their own journals with the class. They emerge from the course understanding that journals are not merely repositories of others' ideas, but are a way of thinking and learning. (JC)

AN: EJ381764
TI: Practical Teaching Ideas (In the Classroom).
PY: 1988
JN: Reading-Teacher; v42 n2 p172-80 Nov 1988
AV: UMI
DE: Art-Appreciation; Biographies-; Elementary-Education; Journal-Writing; Oral-Reading; Parent-School-Relationship; Reading-Material-Selection; Spelling-Instruction; Teaching-Methods; Verbal-Development; Vocabulary-Development
DE: *Reading-Instruction; *Writing-Instruction
AB: Describes 13 practical ideas for classroom teaching at the elementary level, including writing classmates' biographies, keeping a class diary, and improving emergent readers' vocabulary with word cards. (MM)

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TI: Practical Teaching Ideas (In the Classroom).
PY: 1988
JN: Reading-Teacher; v42 n2 p172-80 Nov 1988
AV: UMI
DE: Art-Appreciation; Biographies-; Elementary-Education; Journal-Writing; Oral-Reading; Parent-School-Relationship; Reading-Material-Selection; Spelling-Instruction; Teaching-Methods; Verbal-Development; Vocabulary-Development
DE: *Reading-Instruction; *Writing-Instruction
AB: Describes 13 practical ideas for classroom teaching at the elementary level, including writing classmates' biographies, keeping a class diary, and improving emergent readers' vocabulary with word cards. (MM)

AN: ED292129
AU: Price,-Marian
TI: Reader Response in the Teaching of Composition.
PY: 1987
NT: 17 p.; Paper presented at the Annual Meeting of the Florida College English Association (Ocala, FL, February 6, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Essays-; Higher-Education; Literary-Criticism; Peer-Groups; Student-Writing-Models; Teacher-Student-Relationship; Teaching-Models
DE: *Critical-Reading; *Freshman-Composition; *Reader-Response; *Writing-Processes

AB: As an interesting development in recent literary criticism, reader response can enhance a composition class in many ways. Reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Three main elements compose the repeated cycle of a reader-response composition class: (1) individual readers respond to the literature in the written form of a reader's journal; (2) group discussion validates individuals' insights, with the class acting as an interpretive community; and (3) students produce essays through a process of drafting and peer review. In the final essay-writing step, the class community--not the teacher--is seen as the audience, and student writing becomes the text to be read and given a response. The reading journal and reader-response discussion help identify issues that students can explore more fully and formally in their essays. Because the reader-response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations. (Figures of the authoritarian model and reader-response model are included, and a list of instructions for a reader's journal is appended.) (MM)

AN: EJ339951
AU: Rupert,-Pamela-R.; Brueggeman,-Martha-A.
TI: Reading Journals: Making the Language Connection in College.
PY: 1986
JN: Journal-of-Reading; v30 n1 p26-33 Oct 1986
AV: UMI
DE: Higher-Education; Schemata-Cognition; Student-Motivation
DE: *Creative-Writing; *Reading-Programs;
*Reading-Writing-Relationship; *Recreational-Reading;
*Social-Influences
AB: Describes a college reading program designed to increase interest in recreational reading. Students write expressive responses to individually selected articles and discuss them in small groups thus transforming reading from a private to a social act. (SRT)

AN: ED265560
AU: Shugert,-Diane-P., Ed.
TI: Nonfiction.
CS: Connecticut Council of Teachers of English.
PY: 1984
JN: Connecticut-English-Journal; v16 n1 Fall 1984
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33509, $4.50 member, $5.50 nonmember).
NT: 106 p.
PR: EDRS Price - MF01/PC05 Plus Postage.

DE: Autobiographies-; Biographies-; Content-Area-Writing; Fiction-; Reading-Materials; Reference-Materials; United-States-History; Writing-Research
DE: *Content-Area-Reading; *Literature-Appreciation; *Nonfiction-; *Teaching-Methods; *Writing-Instruction
AB: Noting that students read and write nonfiction without noticing how the language of nonfiction shapes the subject they are studying, the articles in this journal demonstrate ways in which teachers can link their concern for language with their students' interest in content subjects. Titles of the 24 essays are as follows: (1) "Spreading the Word about Nonfiction: Notes from a School Librarian"; (2) "Library Resources for Nonfiction"; (3) "Some Readers Prefer Nonfiction"; (4) "A Primary Source Method of Teaching Biography"; (5) "From Biographical Research to Presentation to Writing"; (6) "In Search of Self and Others: Reading and Writing Autobiography"; (7) "Consider Autobiography"; (8) "How They Write: A Study of Writers' Self-Reports"; (9) Hot-Spots: The Journal as Nonfiction"; (10) "How Do You Spell 'Nonfiction'?"; (11) "Making Connections: Fiction and Nonfiction"; (12) "The Unexamined Life"; (13) "A Nonfiction Unit That Costs Less Than It Comes To"; (14) Generating Nonfiction: Writing Across the Curriculum"; (15) "American Studies: What Is It?"; (16) "Fiction and Nonfiction in U.S. History"; (17) "Using a Historic Site in a Writing Class"; (18) "Creating Readers Who Look for Something"; (19) "An Essay for Life" Joan Didion's 'On Self-Respect'"; (20) "Can 'The Meaning of Life' Have Meaning in High School?"; (21) "Bettelheim's 'Uses of Enchantment' as Part of a Storytelling Unit"; (22) "Gibbon's 'Decline and Fall': Nonfiction History as a Literary Classic"; (23) "Fiction, Nonfiction: Some New Elements with a Dash of History"; and (24) "Clue Me In: Mystery Stories with Exotic Backgrounds." (HTH)

AN: EJ339954
AU: Simpson,-Mary-K.
TI: A Teacher's Gift: Oral Reading and the Reading Response Journal.
PY: 1986
JN: Journal-of-Reading; v30 n1 p45-50 Oct 1986
AV: UMI
DE: Grade-7; Junior-High-Schools; Listening-Comprehension; Listening-Skills; Literacy-Education
DE: *Oral-Reading; *Reader-Response; *Reading-Writing-Relationship
AB: Describes the use of oral reading, journal writing, and sharing of ideas in a seventh grade class to promote an active interest in literature and thereby increase the literacy level of the students. (SRT)

AN: ED284276
AU: Staton,-Jana

TI: Dialogue Journals. ERIC Digest.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1987
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Reading-Research; Writing-Research; Writing-Skills
DE: *Reading-Writing-Relationship; *Teacher-Student-Relationship; *Teaching-Methods; *Writing-Improvement
AB: Dialogue journals are recommended in this digest for teachers who want to involve every student in a literacy practice that unites reading and writing and encourages thinking and reflection. The digest first explains that dialogue journals are useful because they use writing as a genuine means of communication between student and teacher. Dialogue journals then are defined as bound composition books in which each student carries on a private conversation with the teacher for an extended time. The history of these journals, which were first developed by a sixth grade teacher in California, is detailed, and sample teacher-student exchanges are also provided. The digest next explicates some of the benefits of dialogue journals to students: (1) they create a one-to-one relationship between student and teacher in which both academic and personal concerns are discussed; (2) they provide opportunities to use newly acquired reading and writing skills; (3) they allow students to engage in reflection about experiences and to think about adult problems, choices, and ideas; (4) they give students a chance to engage in natural uses of different kinds of writing--narration, description, argumentation, even poetry; and (5) they let students read a personalized text, that is, the teacher's responses. Benefits of dialogue journals for young children, less proficient writers, and ESL students are also discussed, together with a brief justification for the time required for teachers to respond to each student. Twelve references are appended. (SKC)

AN: ED285139
AU: Taylor,-Judith-K.
TI: Write To Understand: Journaling in the Reading/Study Classroom.
PY: 1985
NT: 12 p.; Paper presented at the Annual Meeting of the Kentucky Council of Teachers of English Spring Conference (Louisville, KY, March 15-16, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Area-Reading; Critical-Thinking; Higher-Education; Reading-Processes; Skill-Development; Teaching-Methods; Writing-Exercises; Writing-Instruction
DE: *Critical-Reading; *Reading-Strategies; *Reading-Writing-Relationship; *Remedial-Reading; *Study-Skills
AB: Developmental reading instructors bear the responsibility for preparing students to handle the challenge of difficult college

reading. Reading is thinking, re-thinking, and coming to a conclusion that takes into account all the various parts of the text. An excellent tool for helping students with the demands of college-level reading, the journal both forces and allows students to come to grips with what they must learn. Two complementary journal-writing assignments are the free journal and the reading journal. In the free journal, students may write on anything they read outside of class, as long as they give an insight into what the author has said and their response to it. For the reading journal, at least one reading selection is assigned per class session, with an accompanying writing assignment that must state the author's motive for writing. Students fulfill this assignment in two stages: (1) by making a short speculative statement about the author's purpose before the selection is discussed in class, and (2) by choosing two readings a week for discussion and for more "formal" journal commentaries. Although students initially respond more positively to the simpler free journal writing, responses are also positive to the more difficult assignment when students realize how they are learning to think meaningfully in working through their reading assignments. The reading journal assignment also may be used to advantage for reading assignments in classes and in general study skills classes. (NKA)

AN: EJ381846
TI: Teachers in the Middle: Can Nancie Atwell Be Cloned? (A Symposium).
PY: 1989
JN: English-Journal; v78 n1 p47-51 Jan 1989
AV: UMI
DE: Class-Activities; Journal-Writing; Reading-Processes; Student-Journals; Teaching-Methods; Writing-Processes
DE: *Reading-Instruction; *Writing-Instruction
AB: Presents excerpts from eight of the many manuscripts received in response to a call for papers about whether other teachers could become like Nancie Atwell by reading her book "In the Middle." Results indicate that junior high teachers all over the country are emulating, adapting, and extending her methods. (RS)

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could become like Nancie Atwell by reading her book "In the Middle." Results indicate that junior high teachers all over the country are emulating, adapting, and extending her methods. (RS)

AN: EJ343653
AU: Watson,-Ken
TI: Better Reading and Writing Now: Four Australian Classrooms in Action.
PY: 1986
JN: Highway-One; v9 n2 p47-54 Spr 1986
DE: Adolescent-Literature; Child-Development; Childrens-Literature; Elementary-Secondary-Education; Language-Acquisition; Reading-Aloud-to-Others; Writing-for-Publication
DE: *Reader-Response; *Reading-Instruction; *Reading-Writing-Relationship; *Writing-Instruction
AB: Describes how four teachers use reading as an integral part of their writing instruction. (SRT)

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